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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Curves vs. Grades

SCHOOL people are sometimes criticised for failing to be as modern as trained engineers in various lines of industry. It would be natural for big business that pays vast salaries for the best trained engineering brains to get results beyond those secured from the meagre salaries paid school people, but it is scandalous that these famous engineers have been so slow in discussing their own slowness.

Railroad construction engineers have always been highly trained and well paid, and yet it took a fearfully long time for them to learn that a curve is worse than a grade. In making grades they made as many curves as possible, thereby reducing the grade. Now these tracks have been relaid cutting out all possible curves. To overcome a grade with power is comparatively easy, but to overcome the effects of curves is well nigh impossible.

To bring Chicago nearer Seattle, San Francisco and Los Angeles became of the utmost importance when time was a vital factor in freight conditions. There were three real problems: One was a double track road, powerful locomotives, and making the road arrow straight. There was no difficulty in having locomotives that would pull a hundred loaded freight cars up any grade at any desired speed. It is easy to schedule a train a mile long to run from the Pacific Coast to Chicago on the same time as a limited passenger train is run, but this was impossible when a train a mile long was making several curves from locomotive to rear car. Any passenger train is relatively short, and a double curve is a rare experience, but there were many miles with several curves so that a freight train a mile long would be going in several directions at the same time. They have brought freight speed from Chicago to the Pacific Coast well within three days, and this is to be reduced still more. The airplane competition is working wonders in stimulating the brains of railroad engineering.

Educationally there are many curves to be straightened. Grades are made more readily than curves can be taken.

We must learn to go directly for results without twisting about to accommodate our methods to pedagogical kinks. But that is another story.

Armistice Day Material

THE National Council of Teachers of English is providing "Good-Will Material" for use on Armistice Day, which can be had by addressing Miss E. Estelle Downing, Ypsilanti, Michigan. There will be an especial effort to have Armistice Day promote an International Good Fellowship feeling.

Engleman at Terre Haute

ONE of the highly interesting educational experiences is that of J. O. Engleman, superintendent of Terre Haute, whose success in service there is enough of itself to be interesting, for he is giving that city an exceptional sane, modern system, a record unsurpassed the country over for these two years. There has been established a Technical High School for students of the entire city, and two Junior High Schools established for colored youth. A single salary schedule for teachers of elementary, junior, and senior high schools has been established.

A remarkable feature is the high professional spirit and achievement. The schools have none of the near five hundred teachers who has not earned professional credit within five years.

Three hundred teachers on the staff have been paid a bonus of fifty dollars each for summer school study or travel this summer, and one hundred and ninety-two teachers earned one or more professional credits by extension work during the past year.

Only one other city in Indiana has a full-time school physician. These are merely outstanding high spots which have tended in two years to place Terre Haute schools in leadership.

But these are not the most interesting features of the modernized school system. Mr. Engleman is a graduate of the State Teachers College of Terre Haute, was a teacher in that institution, did noteworthy work as superintendent of Decatur, Illinois, adding materially to the fame of the schools that Dr. Harry B. Wilson started so gloriously once upon a time, and came back to his native city, which welcomes his leadership of teachers, pupils and the public.

Dr. L. N. Hines, president of the State Teachers College, most heartily helps in every way to have the school system of Terre Haute attain and maintain professional leadership.

Education at Johns Hopkins

IN CONNECTION with the observance of the fiftieth anniversary celebration of the Johns Hopkins University, the Department of Education and the College for Teachers will join in a special conference on October 22. The conference will present a review of the scientific progress in education during the last half-century, and give indications of future developments in selected fields. The chairman of the conference will be Professor Edward F. Buchner. The conference will be followed by a dinner of the faculty, alumni, and former students, concluding with a series of shorter addresses by leaders in education.

The All-Year School

WE ARE re-using in this issue the address of H. C. Weber, superintendent, Nashville, on "The All-Year School," because the subject has never been so prominently before the school people of America, and Mr. Weber seems to have been the first superintendent in a city of more than 100,000 population to successfully withstand the onslaught of the traditionalists.

We confess to some serious doubts whether or not the traditionalism could be overcome, for it has tended to anæmia in the profession as well as among the rank and file of the patrons. City superintendents and their entire office force, as well as the principals and teachers, janitors and attendance officers, excursion agents and railroad managers and almost everybody else seemed to be afraid that somehow their leisure or their income would be lessened.

No proposed innovation has ever appeared to disturb the peace of mind of everyone quite so much as the suggestion of an "All-Year School." Even those whose business in life is to see to it that no one makes any sacrifice for the benefit of others seemed to see cause for a "danger signal," lest the teachers or the dear children should in some way lose some advantage.

H. C. Weber's hold of all the people of his city for many years, an unprecedented command of public confidence as well as of the professional factors of the city, with an almost uncanny sense of when to act on vital questions, has enabled him to make the first complete triumph of the "All-Year School" in such a way that many cities are following the lead of Nashville, and for the first time we dare hope that all public schools will ultimately be "All-Year Schools." To stem this tide will require an almost superhuman effort of those who try to intrench tradition.

How Not to Retard

By A. E. WINSHIP

ALL MODERN school men and women are saying that children must be promoted except in some indescribable cases. Chicago is trying to put in practice in the second largest city in the country an ideal that few cities of any size have dared to try even modestly. The saving in cash in two years is claimed to be $640,000. This the common people can understand.

But traditionalists who enjoy the retardation process, who like to use it threateningly, who take great comfort in triumphing over a boy or girl who does not learn, say with an emphasis of virtue: "Oh, if we are running our schools to save money, then rush children along at double quick, two years in one."

If there is no argument except saving dollars then it is vicious not to retard the slow. There is a spirit in high finance that complains of the cost of education just because it uses tax money. There have been two elaborate schemes for reducing the budget by "running schools as industrial and commercial plants are run." Each has failed, and every such dollar-mad education scheme will fail.

But there are overpowering arguments against retardation. First, few of the repeaters do any better work than they did the first time, and a large proportion of them do poorer work the second year than the first. Second, most repeaters lose heart entirely, and never make an honest effort. No child thinks as much of himself who has to repeat. His home folk don't think as much of him ever after as a repeater. Third, an important feature of school life is the group interest. If boys and girls stay in a class together for six years, especially if they are together eight or twelve years, their interest in one another in school and out is a potent factor in helping them to do their best to maintain their standing.

There is not one legitimate argument today in favor of the time-dishonored custom of making every child repeat a year's work if he does not do the class work up to the standard.

What is the remedy? Very simple. Have him get the essentials which he can do with comparative ease. He will never remember anything but the essentials, however perfect he may learn the details from year to year.

There is one great university which never allows a senior to graduate on the result of any examination. Until recently there were men who earned immense sums by coaching fellows for the final examinations. These men had copies of every examination given for years, and in a short time they could rush a fellow over the vital questions, so that the failure of one of ordinary ability was not possible.

Now, without much warning, a fellow appears before his professors of four years in a given course, and they talk with him about the whole four years in that subject, and he has to think keenly, recall what he learned four years before, see its relations and solve its problems.

It is said that what many fellows have forgotten about what they knew well three or four years before is astonishing.

Let promotion be determined by a pupil's grasp of what he will use and remember, and not at all by details that are valuable if he can use and remember them, but are not indispensable.

There are serious objections to having any teacher teach any subject for more than three years, and a two-year limit is better.

After two years, certainly after three years, the teacher is so familiar with her subject that she has no occasion to give any thought to the fact or process, and it is impossible for her to sympathize with boys and girls who are thinking of it for the first time.

Why do teachers object to changing a subject every two years? Because it is so hard for them to master a new subject. And yet the teacher is impatient when a boy or girl finds it hard to learn four or five new subjects at a time. Have variety enough so that the slow one can master it, but with enough to test the skill and thought of the brightest in the class.

Science, so far from being an enemy of Theism and Christian faith, turns out to be its friend and powerful helper. It lays foundations on which Theism builds its worthy habitation for the soul; it gives us a world in which the human spirit is free to exercise its profoundest yearnings and loftiest aspirations and in which God is free to satisfy these deepest human needs; it erects a universe which Theism transfigures into a glorious altar of worship; and it builds a house which we find to be our Father's home.

—Michael Pupin, Columbia University.

Belding's Page

CURIOSITY NEEDS DIRECTING

WHY do so many Americans go wild over the return of a channel swimmer or the funeral of a movie star? Some one put this question to Dr. A. R. Gilliland, Northwestern University's expert in mob psychology. His answer was that "We are a nation of kids." We haven't outgrown our juvenile curiosity. We are lacking in self-control, because ours is a younger civilization. Dr. Gilliland thinks these are by no means hopeless symptoms.

Yes, curiosity is a good thing. It is a convenient gateway to knowledge. But the mere craving to be able to say that one has seen a person mentioned in the headlines is not real curiosity. Leaders who can understand "kiddishness" and turn it into useful channels should find plenty to do.

PLAIN SPEAKING IS BEST

WHEN freshmen of the University of Pennsylvania assembled for the opening address of the year, they heard from President Josiah H. Penniman a lot of wholesome advice, much of it couched in words which they would be apt to remember. "Education costs too much to be taken lightly," said Dr. Penniman. "Others are eager to have your places. . . . You are here for a purpose. See that you accomplish that purpose . . . . Wearing funny clothes or peculiar hats or society pins or college badges is quite incidental. Because collegiate trousers make you look like the hind legs of a stage elephant, do not think that you have any special privileges as compared with the youth who does not dress as you do." This style of preaching makes a more lasting impression than the formal sort which usually comes more naturally to the lips of the learned. If the teacher be possessed of wisdom, why conceal it beneath abstruse sentences?

QUEER THING ABOUT D. C.

WHILE two-thirds of the states now require the Constitution of the United States to be studied in the public schools, the District of Columbia—where federal laws are made—does not. But the District is an exception in many things. Its residents are not entitled to vote. Why bother them with conning the Constitution? Were they to learn its meaning too well, they might rebel against their anomalous condition of being at the centre of government and having no right of balloting. There is just one consolation for the "Districters." Their taxes are very low. No one has yet been able to arouse the Tea Party spirit in Washington. Taxation without representation isn't so unendurable, provided the other fellow's are higher.

THAT COURSE IN CONSTITUTION

BUT—to revert for a moment to the subject of the required teaching of the Constitution—it isn't at all a bad idea. Some states, wisely enough, demand that their own constitutions be studied also. The actual teaching is not always well done. An unusual type of mind seems to be needed in the teacher who is to succeed in making this instruction interesting. Often the pupils regard the course in the fundamental law of the land as the stupidest of tasks.

Intelligent teaching of civics and of history would most certainly open the eyes of the pupils to the meaning and main outlines of the Constitution. In practice, this is the way most states handle the matter.

COACHES SHOULD BE EDUCATORS

ATHLETICS are a constant problem in any school or college which does not simply let sport take care of itself, go its own way, drift. No intellectual study seems to arouse the spontaneous enthusiasm which sport arouses. The question is: how to take advantage of that enthusiasm, that it may become a benefit and not a harm to the members of the school or college. Where athletics are brought under the wing of true educational purpose, they become a potent factor in the making of many sterling qualities. There is high compliment in the saying, "So-and-so is a 'good sport.'" With wise guidance, student athletes can learn to play the game fairly and squarely; to scorn any violation of the rules in order merely to win; to exert control over mind and muscle—likewise the temper; to be loyal to the team; to strive in co-operation with others; to discover reservoirs of unsuspected strength within the human spirit; to know the joy of honest victory; to accept failure without offering excuses.

The danger is that professional coaching, with an eye single to high-scoring, will fail to utilize athletics as a means of thus training young people for the game of life. The first requirements in an athletic coach should be genuine character and a right conception of his job.

Anson W. Belding

Associate Editor.

Slaves to Time

By I. O. ASH

Shepherdstown, West Virginia

I VERY much fear that, in our educational practice, we are unconsciously tightening about ourselves fetters of bondage. We teachers and educators are giving our daily consent to the establishment of slavery, regrettable in its present consequences and direful in future probabilities. We are setting up an autocracy of wealth and formality that spells ruin to many a bright mind and ambitious character. More and more will it be true as the years pass by that:—

> "Full many a gem of purest ray serene,
> The dark, unfathomed caves of ocean bear!
> Full many a flower is born to blush unseen,
> And waste its fragrance on the desert air."

I refer to the emphasis we are placing upon "time in school." We are bowing worshipfully to it rather than accepting real efficiency wherever and however gained. Dr. Russell H. Conwell, the efficient of the most efficient, bemoaned the fact in one of his lectures that the medical profession, in requiring such a long period of study in school, are practically shutting the doors to all except the wealthy. Notice, please, that he does not decry the high standards required of medical candidates, but he was alarmed, and rightly so, about the long period to be spent in school. Scarcely no note is taken of the fact that one may know quite a great deal about medicine though he never has been in a medical school. Are there not books to be studied, and laboratory directions to be followed, and ambitions to lead some folk to apply themselves wherever they may be living? Again, there seems to be no knowledge, or at least no recollection, on the part of those directing the affairs of medical study that there are differences of abilities of students after they have entered upon their work in school or hospital.

But you and I, friendly reader, do not have to go to the medical school for evidence of the "slavery to time"; we can look in at our own door where conviction stares us in the face every day. For entrance to an institution of higher order than the one from which the applicant comes we demand that he show us certified statements that he has spent the requisite traditional number of years in that institution. We ask that he take only so much work of so many units or hours credit during the year even though he might be able and willing and ambitious enough to do much more. We permit his fellow student, who is weaker in mind and far less ambitious, to register for the same number of credits. Does attendance at some previous time in some other school or college become synonymous with knowledge of the subjects and processes undertaken there? Does the time spent in the school or institution of his present enrollment mean a definite product at the end of his course, a product that we can foresee and promise? What should be the aim and purpose of all this schooling? Is it not efficiency? Do not accuse me of meaning a narrow materialistic efficiency, for surely I did not mean that when I referred to Dr. Conwell's efficiency. If efficiency is the goal, then let us reward when that goal is reached irrespective of "time in school."

One may have run the bigger part of the distance to that goal before he enters our institution, or he may run so fast after he does enter that he reaches it far in advance of his fellowmen. It all depends upon his native capacity, the extent to which he has applied himself in the past and his willingness to apply himself in the future. The first two can be measured when he enters school and they ought to be definitely measured instead of inquiring about the time, time, time. Time is an element that is easily determined, but, in scholastic affairs, it means about as little as any other factor imaginable. I admit that it is more simple to determine the amount of credit one is entitled to by counting number of weeks of school attendance than it is to do the measuring necessary to know what a student knows, but is not the latter worth the cost? Surely we do not advocate the path of least resistance. The athlete does not do it in his training, the soldier does not do it in war, the engineer does not do it in laying out the track, the real statesman does not do it in his official administration of the public's business, and we as educators are not any more justified in the course we are pursuing than are these and other classes of people who are striving for the best. If there are any doubting Thomases among the few who may perchance read this short protest, the writer will be glad to give them a few definite instances of the existence of such a form of slavery, some illustrations that can be put into mathematical terms so definite that not a single mathematician, philosopher, educator or scientist can refute the argument.

While school is a definite part of life, a very definite phase of it, one that cannot be made like any other fractional part, yet it certainly would do us a great deal of good to study some

methods pursued elsewhere, for they surely can teach us a few things. If any one industrial establishment should undertake to run its affairs on the same basis of a time element as we have in schools, it would fall so quickly in competition with the other industries that man's imagination could work scarcely quick enough to conceive its ruin. Edison and Ford are two shining examples among thousands of others that might be mentioned of the non-school method of attainment.

The Burbank Funeral

By AGNES ALDRICH
Hancock School, San Francisco

I HAD seen Luther Burbank in his garden, and among the fruits and flowers of his creation, but he had left this life, and the loss was inexpressible. I was merely one of the multitudes who idolized the creative genius of the man who had made the age in which I live, wonderful and glorious. I am merely a teacher of boys and girls in a public school of San Francisco, but something had gone out of their life, as of mine.

I had heard Judge Lindsey of Denver speak, and his earnestness, sincerity and intellectual courage made a great appeal to me.

There was to be a memorial service in Santa Rosa, in the great out-of-doors on the grounds that Luther Burbank's devotion had sanctified, and Judge Lindsey was to make the memorial address. These were two irresistible appeals. I applied for a leave of absence for the day. The application stated that I wanted the day to attend the funeral. Ordinarily such a request implies a death in the family. The request was granted. I sacrificed the wages of the day, and was in Santa Rosa early, but there was a multitude there before me. The farmer folks were there, families had come in flivvers, and neighborhoods had come in farm trucks. Boys from farms had come on horseback, and women of wealth had come in Pierce Arrows, and everyone was as far front as possible. Early as I thought I was, I had to be content to be well back, and when Judge Lindsey uttered his first thrilling sentence I was thankful that I was where I could see the effect upon that vast out-of-door audience.

It was a sight never seen before, and not likely to be seen again. The trees which Luther Burbank loved were glorified by a multitude of boys, roosting in the branches thereof. When Judge Lindsey flashed forth that first memorable sentence, there were boys above him, boys to the right of him, boys to the left of him. There were preachers and teachers before him, beside and behind him. There were Methodists and Baptists, Episcopalians and Unitarians, Jews and Gentiles, Catholics and every variety of Protestants. There were fundamentalists and scientists, but when Judge Lindsey's first sentence of heroic characterization of Luther Burbank here and hereafter came through that great assembly, and echoed through the trees, it was the greatest joy of my life to see the heads of old and young, of priests and laymen, voluntarily and involuntarily give assent to that tribute of one of the noblest souls that has ever come from the here to the hereafter.

Judge Lindsey was not oratorical, was not classic, was neither traditional nor fanatical, but the very atmosphere was religiously resonant, and everyone seemed to feel the glorious loyalty to the great creative soul of one of the noblest men whom California has known, the greatest gift that the bleak Atlantic has given to the Land of Sunshine.

I have heard many public speakers, preachers and statesmen, pleaders for great causes, and the adoration of great men, but there was something in the sincerity of Judge Lindsey that was penetrating, that seemed to reveal us to ourselves, like an X-ray going through the physical body.

If there was in that vast audience one human being whose heart was not attuned to the wave lengths of Judge Lindsey's penetrating message, it did not check the universal joy in the thought that there was one man in America who could meet this occasion, broadcasting a message that one could receive like a benediction.

An expert is one who tells people what they already know in language they do not understand.
—George E. Walk.

The Prize in Enterprise

By A. E. WINSHIP

FEW people now visiting cities in a third of the states every year have known American cities of every section of the country as intimately for more than half a century as has the writer, which is justification for characterizing Kansas City, Missouri, the prize in enterprise.

It was bleeding Kansas that made gigantic sacrifices by shedding the first sentimental blood that ultimately cleared the continent of the stain of human slavery, but Westport Landing, Jackson County, Missouri, appropriated all the glory by becoming "Kansas City." It was not in Kansas, had no part in the Kansas struggle for human rights, but it is Kansas City with a larger population than the four largest cities in Kansas combined. That was sublime enterprise.

When Boston capitalists planned a great railroad into the Southwest they christened it the "Atcheson, Topeka, and Santa Fe," names that would make it famous. Then the city in Jackson County, Missouri, broke in, and appropriated the fame and fortune of the Kansas railroad, and the Kansas cities have been largely ignored, and it is either the "A. T. & S. F." or the "Santa Fe" system. Nothing but Kansas City's famous enterprise could have made the focal point of traffic and passenger business of the Kansas railroad in Missouri. Once in the railroad business Kansas City, Missouri, made itself the focal point of more than twenty great American railroads, and reaches more important distant points by direct passenger and freight service than does any other American city except Chicago, which accounts for it being called "The Chicago of the Southwest," Nothing but intense enterprise could have achieved this.

In finance Kansas City has had almost uncanny prominence. Its banks often report clearances which place it among the first five cities in America, while in population it is seventeenth. Nothing but brilliant financiering enterprise could have attained this distinction.

When the packing house industry became a dominant factor Kansas City became one of the three cities in the lead in the number of animals used. This resulted from highly alert enterprise.

In journalism its record is equally astonishing. For near a half century it had the leading daily between Chicago and San Francisco, due largely to the fact that it was the daily paper read by a majority of the people of four states. It is the only daily paper that was ever sold at auction for more than ten million dollars, and the only industrial plant of any kind that ever willed more than ten million dollars to three state universities. All this represents devoted enterprise.

And in public education Kansas City was not lacking in enterprise. It is the only city of national importance that has had only two superintendents in more than half a century, and has had only three superintendents in its entire history, in fifty-seven years. This is educational enterprise.

And in demonstration that Kansas City is not slacking its enterprise we call attention to the fact that it has recently established the first Boys' Preparatory School ranking with the best schools east of the Alleghenies, between Chicago and the Pacific States. This is scholastic enterprise.

We are using in this issue an article written for us by S. M. Barrett of Kansas City.

Development of Kansas City School System

By S. M. BARRETT

Kansas City, Missouri

MODERN school systems were of course evolved from older types of teaching just as modern systems of transportation were evolved from older means of travel. It is a far call from the old prairie schooner and the ox-team to the modern aeroplane, but it is no less a far call from the old school system to the new. The pioneer driver of the prairie schooner type of transportation needed training and skill, but his training and skill would not be adequate in modern aeronautic transportation, neither would the training of the pioneer teacher be adequate in a modern school system.

Transportation, like education, is a necessity. Basis transportation routes are still where they were, i.e., where trade demands them. We still have such routes from the Atlantic to the Pacific, but we do not use the same vehicles. We still travel by land, but now we also have other means of transportation. In education we still transmit our intellectual, physical, social and

moral inheritances to youth through teaching in formal schools, but now we have a different viewpoint of the relative value of our efforts in this process of education. We accentuate the physical, social, and moral inheritances more while not in any way reducing the primary importance of our efforts on the intellectual. We must still fit the child for life, but the variety of activities into which after school days he must enter have been greatly increased, hence we have of necessity multiplied and improved our means of teaching in order to accomplish our more intricate and enlarged task.

The development of the public school system of Kansas City, Missouri, is roughly divided into three periods as follows: First, the pioneer period extending from the time Westport Landing became of some importance, 1830 or 1840 up through the Civil War period and including the administration of the first superintendent of city schools, J. R. Phillips, 1869 to 1874. Second, the middle period extending from 1874 to 1913 and covering the administration of Superintendent J. M. Greenwood. Third, the modern period from 1913 to the present time, June '30, 1926, or within the present administion.

PIONEER PERIOD 1874

The present school district of Kansas City was organized in 1867. John R. Phillips was the first superintendent of schools, and his administration was from 1869 to 1874. At the close of his term 4,288 pupils were attending school and the district employed fifty-six teachers.

The schools of Kansas City were organized with a seven-year course of study for the grades.

MIDDLE PERIOD 1874-1913

The middle period was the administration of Superintendent J. M. Greenwood extending from 1874-1913. During this period kindergartens, manual training, home economics, public library, parental home for boys, night schools, supervised drawing, and the system of assistant and district superintendent of schools were all established.

The valuation of the school buildings and equipment at this time was, in round numbers, seven millon dollars ($7,000,000).

MODERN PERIOD, 1913 ONWARD, UNDER THE SUPERVISION OF I. I. CAMMACK

One of the larger movements in the modern period has been a renaissance of school buildings which began following the survey in 1912. During this time school property valuation has increased to more than twenty-two million dollars, and yet the rate of taxation in the Kansas City school district has not been advanced.

During this time open-air schools for anæmic children, a night and vacation schools, teachers training, leading up to the establishment of the teachers college of Kansas City, a junior college, vocational course of study and vocational or trade schools have been established; a well-organized department of physical education including medical inspection and supervision, safety instruction and safety student councils, students' savings banking system, schools for delinquent pupils and special schools for deaf or other unfortunate handicapped children have been provided; standard tests and measurements have been instituted; teachers' savings fund and teachers' retirement funds have been provided, in fact the whole trend toward socialization of the educational process has been so carefully supervised and directed that the schools have kept up with modern educational ideals.

Team Work

By Edgar A. Guest

It's all very well to have courage and skill
  And it's fine to be counted a star,
But the single deed with its touch of thrill
  Doesn't tell us the man you are;
For there's no lone hand in the game we play.
  We must work to a bigger scheme,
And the thing that counts in the world today
  Is how do you pull with the team?

They may sound your praise and call you great,
  They may single you out for fame,
But you must work with your running mate
  Or never you'll win the game;
For never the work of life is done
  By the man with a selfish dream,
For the battle is lost or the battle is won
  By the spirit of the team.

You may think it fine to be praised for skill,
  But a greater thing to do
Is to set your mind and set your will
  On the goal that's just in view;
It's helping your fellow man to score
  When his chances hopeless seem,
It's forgetting self till the game is o'er
  And fighting for the team.

Colorado School Journal.

The All-Year School

By H. C. WEBER

Superintendent, Nashville, Tennessee

THE first requisite for "common defence" is a productive population. A population to be productive of good and goods must be patriotic, healthy, intelligent, industrious, and trained to do the things well which each chooses as his part in the world's activities. It is the duty of the school to develop these qualities; but if all these things are secured for a population and yet the time for production so limited that the individual leaves the world no richer than he found it, decay must inevitably follow. The history of all republics from ancient times to the present tells the same story. Industry, wealth, literature, ease, and decay complete the cycle of human history to be repeated with the ever-advancing wheel of progress. It is for us to maintain our industry throughout the cycle, and thus minimize, if not entirely escape, the decadence that inevitably follows the ease begotten by wealth.

To my mind, it is axiomatic that the longer the time spent or the greater the number engaged in preparation for production without producing the fewer individuals will be left to produce. The fewer producers thus left can sustain fewer individuals preparing for production but not producing. If a fixed number of producers can support a certain number of non-producers for a long time, then the same number of producers can manifestly maintain a much larger number of non-producers for a short time. What is true of the whole population is true of the unit—the family. The parent being a fixed number, the longer the children are kept from producing, the fewer such children can the parent support. The intelligent part of our population—the people who care—those who are unwilling to give their children less than what is generally considered necessary for a fair start in life are, through non-marriage, late marriage, and birth control, so reducing reproduction that our population is more and more maintained by classes with no such pride. Vital statistics now foreshadow this impending condition. Records kept of the graduates of important institutions of learning for both male and female show accurately and conclusively that that part of our population which is blessed with the opportunities of higher training is not reproducing itself in sufficient numbers to maintain the standard of mentality and efficiency that now exists in this country.

Education is not to be completed before production begins. It is a life's job. It lasts from the cradle to the grave. Yes, man in his infinite aspirations visualizes an endless existence with endless progress. After the fundamentals are acquired, there is no good reason why production should not begin while learning how to produce better. We do not learn to walk by studying anatomy, nor by shaking one's foot indefinitely before taking a step. We learn to walk by walking. We learn to work by working, not by thinking about it. All the study in the world about work without production gets a hungry world nowhere. The first duty of every man is to support himself and rear a family. If he does not do this, he is a miserable failure.

Nature did not intend an individual to be able to reproduce himself before he was able to sustain himself. In the same good book in which we read, "Go, multiply and replenish the earth," we find the command: "By the sweat of thy brow shalt thou earn thy bread." Mark you, your sweat, not somebody else's, must produce your bread. Only by the grace of God will he who does not work before twenty work ever after.

Education is not information, but it is the ability to use information. The printing press has rendered unnecessary the lumbering up of so precious a machine as the human brain with a lot of information that can be stored more accurately and more permanently in a fifteen-cent book. Education is not found in books alone; indeed, only a small part is to be gained there. Education makes one do things better than he would do them without such training. The artisan who can produce a useful thing, sustain himself, and rear a family is a more useful citizen than the most learned professor in the university that fails to make the world richer by having lived in it and fails to leave a line of descendants endowed with superior mentality.

It is the duty of parents and teachers to see to it that every child is taught to think, and is given that amount of information that is requisite for the acquirement of additional knowledge. After the fundamentals, a choice of subjects should be allowed, in order that the child

may become a self-supporting individual at such an age as will not prevent the rearing of an average-sized family. The average man cannot earn enough to feed and clothe a family of respectable size until each child becomes completely fitted for individual action. The result is smaller and smaller families, not only among the idle and selfish rich, who never would be bothered with children, but also among all self-respecting classes, and, if continued, this country will ultimately be populated by the off-scourings of Europe. The population will become the progeny of that class of human beings that do not care what becomes of their offspring.

More and more has the home unloaded on the schools duties that could best be performed in its own circle. The restless parent is more than glad to be relieved of a pricking conscience for not assuming responsibility for the proper training of his child. This loading of the curriculum to embrace all things that the person should know has resulted in extending and overcrowding of the course of study, until now it requires more than half the span of human life to even imperfectly go through with it. A fundamental defect in our scheme of education is the abandoning by the home of its just responsibility. No school can teach the child as well as the real home many of the vital things he should know. Instead of the home using its efforts, the school is being used to take the place of the home. The schools are to blame for allowing without protest this unloading upon them of duties they are ill-fitted to perform. While this constant addition of useful and useless things to the curriculum without eliminations has gone on, the school term has been shortened by hours of the day and months of the year, until now the child has out of school more than seven times the amount of time that he spends in school. If the home will not, or does not, use this spare time for giving the child real training, then the school must perforce assume the whole training of the child and use this spare time. If all the useless matter in the curriculum was eliminated, and all the waste time of the child utilized, there would be plenty of time for necessary preparation for beginning production at a much earlier age. The lack of wholesome home training has allowed the child to grow without knowledge or appreciation of his responsibility to his fellow men.

He should be taught that he owes a debt to his parents for having brought him into the world, and a debt to God for so beautiful a place in which to live. He should be conscious of a debt to his parents for providing training for him, that he may enjoy the wonders and beauties of the world. He should not be allowed to feel, as some latter-day spoiled children and unthinking mothers often do, that the debt is the other way round. He should be taught to realize that he owes the world all that he has consumed, even if it has been produced by his parents, for the world's wealth belongs to the world, and the parent is only in temporary possession and can only loan it to him. That debt must be paid if the world is not to become poorer for his having come into it. He must pay here, or he will pay hereafter. He should be made to see that every added year of preparation before production begins increases this debt, and that the only excuse for delaying production beyond adolescence is the determination to make such use of the time of preparation as will enable him to produce better and more rapidly. If this idea of debt to the world could be inculcated, there would be fewer attending high school and college solely for the purpose of escaping work. If all such pupils were eliminated from these schools, there would be room and time and money for the proper training of those who come with a real purpose.

As invention increased man's ability to produce, and as this ability to earn has created the means of gratifying a desire for a higher scale of living, the population has largely changed its occupation from agriculture—producing the necessities of life—to manufacturing—providing the comforts and luxuries of existence. Thus the centres of population grew at the expense of the country, and children in these centres, or cities, were either used at work unsuited to them or loafed during a traditional vacation period.

Agriculture was the first industry of every nation, and the growing season, or summer, was the busy time. The home was the first school, and possibly the best that has ever been inaugurated. Later, tutors for families or neighbors were employed. Then was inaugurated the neighborhood or community school, to run when agriculture could best spare the children—that is, during the winter months, and not during the growing season. As education became more and more in demand and wealth accumulated, the winter school of a few weeks grew by degrees until only the short growing season of three or four months was left for help at home. Thus in all climates, from the torrid to the frigid zone, grew the custom of summer vacation, not from necessity for rest of pupil or teacher, but from necessity of an agricultural people.

When, in a democracy where the ruled of today may become the rulers of tomorrow, it became apparent that universal education must go hand in hand with universal suffrage, a system of quantity production was demanded. The graded school system was the answer, just as the factory was the response to the demand for

quantity production of materials. In neither case was the quality improved—in fact, in many instances it deteriorated.

This educational factory, partly through agricultural necessity, and partly through tradition, operated during the winter months. Agriculture, in its early development in a new nation, was simple and largely a one-crop system in each community, and help on the farm was needed by all families of a neighborhood at the same time of the year. When agriculture became diversified, one family needed the children's help at one time, and another at a different time.

During all this period of a nation's development, while the material factories answered every new call made because of changing conditions, the educational system, or factory, remained largely the same. The people knew that the schools did not meet their needs, but they did not know how to remodel this educational factory, while the conservative teacher did not see the necessity for any change, but sat on the tail of progress and holloed "Whoa!"

The graded school is a factory for quantity production of education at such cost as the taxpayer can afford. It is not ideal—it is rigid, arbitrary, and tends to level all to an average. It is the duty of educators to improve the quality while economically keeping up the quantity. The system should be modified from time to time to make it responsive to the changing needs of the community's life. This factory was at its beginning composed of eight years of elementary and four years of high-school work. These twelve years were synonymous with twelve grades or steps. It was a moving staircase of twelve steps, and it took a year for it to travel the distance of one step. Then all pupils were divided into twelve groups, according to their ability, and each group occupied one step on this moving staircase. Of course there was just as much difference in the ability among the students of one group as there was between the most advanced one of one group and the least advanced of the group one step higher. But this difference was ignored, and the individual was sacrificed to the system. All pupils on one step had to advance at the same rate. If some could not keep up, they had to go to the step below—a whole year back—even though a much shorter review might have been necessary. If some could do more work than was prescribed, they were either held back to keep pace with the average or had to skip an entire year's work on this moving staircase and take their places on the next step above. The work was laid out for the average pupil; but it was a very low average, as results show eighty to ninety per cent. were promoted. It is evident that many in this eighty to ninety per cent. promoted could have done more work if they had not been chained to the group on this one step.

Later this staircase was remodeled so that there were twenty-four steps instead of twelve, each step one-half year long instead of one year—semi-annual promotion, it was called. This gave twenty-four instead of twelve groups into which to divide the whole number of pupils. It also put twenty-four joints into the cast-iron system, and one-half the amount of injustice was prevented.

It was proposed that this same staircase be remodeled so as to have forty-eight steps instead of twenty-four, and each step just one-fourth of the year in length instead of one-half, and that the moving staircase be kept in motion the year around. The increased number of steps would just exactly double the advantage gained by semi-annual promotions. Then there would be forty-eight groups into which the children could be fitted—not a perfect fit, to be sure, but manifestly twice as nearly perfect as could be secured with twenty-four groups, as at present, and four times as good as was possible when, years ago, there were only twelve steps to the staircase. Then, under this plan, the pupils, if not properly classed, can either go up or down, as the case requires, one-fourth of a year instead of one-half year as at present, and instead of one whole year, as was formerly the case before it was thought necessary to make the system fit the child instead of cramping the child to fit the system. Under this plan, the work done in nine months of the session would continue to be done in the same nine months, but an additional three months' work would be provided. So there would be one and one-third of the present year's work covered in one calendar year. This would not increase the speed of the machinery of this factory, but would only run the factory longer. What man, other than the proverbially impractical school-teacher, would run his factory only nine months out of the year, when the world was crying for its product and the workers of the factory anxious for continuous work and pay?

Students could pursue the work just as at present by stepping off the moving stair in June and resting for vacation till the next step, three months later, came on the level, and could then take up their work right where they left it off. In fact, at the end of any of the three-months' terms pupils could slip off for vacation and return in three months, finding classes just beginning where they left off.

Under this system, a family that needed the help at home of one of the older children could have it for any three months of the year without violating the Compulsory Education Law

or delaying the child's advancement any more than at present. Here large families could, if necessary, have some different one of their older children at home all the time to help with the younger ones. False sentimentality that discourages older children of a family helping with the younger children will, if persisted in, result in only the rich being able to rear children. But the rich love their ease so much that they will not be burdened with the care of children.

Again, if some children endowed by nature with minds and bodies capable of sustained effort wish to attend all four terms, there would be two short vacations of two weeks each—one at Christmas and one in July. Such pupils would make one and one-third year's work in one year's time; and if they did this three calendar years, they would be four years advanced in their work. Thus, some could gain during the entire course one, two, or three years, depending upon how much time their necessities or pleasures kept them out of school. One or two or three years saved at the beginning of life is just as valuable as one or two or three years added at the end of life.

There is every argument that a school plant costing millions should not be idle three months each year. The continuous system would dignify the work of the teacher by giving constant employment and continuous pay to all who wished it. It would require ultimately fewer buildings and fewer seatings. If all took advantage of it, it would require only three-fourths of the accommodations. True, it would require twelve months' pay for teachers instead of ten, a 20 per cent. increase in yearly salaries. But this 20 per cent. increase in operating expense would produce 25 per cent. increase in product, besides the inestimable value of the time saved by those who attended continuously. There is a certain amount of work to be done, and it cannot cost more, but very probably less, to do it regularly than spasmodically. Would any sensible man hesitate in choosing the method to produce a machine that was to become at completion a profit-making device?

This plan grants each individual student his God-given right to advance as rapidly as he can and not be bound down with the dull or the lazy. If the weak or the dull or the lazy or any one otherwise unfortunately situated does not want to, or cannot, take advantage of this liberal system, he surely has no just complaint at an arrangement which provides for every one to use his talents to the utmost. Here the strong and capable could become productive in the world one, two, or three years sooner than under the old arrangement.

The system which denies the individual the opportunity and the right to progress faster or farther than his neighbor leads unmistakably to socialism and Bolshevism. The world will not advance by repressing the bright so as to keep up the delusion of all men being equal. All men are born equal only in their right to equal privileges, and this very right demands that these privileges be available as each individual is ready for them. Repression of the bright does not help the dull.

While the whole mass must be lifted as high as possible, if any there be endowed beyond their brothers, these must be allowed to rise even to the stars, and there, learning of the real fatherhood of God and the brotherhood of man, will, as a blessed privilege, reach down a helping hand to their less fortunate brothers and raise the whole of humanity. The same opportunity is not democracy. Opportunity to be equal must be available. Equal available opportunity for all, at any age, at all times of the day or night, all days of the week, and all weeks of the year—this, and nothing short of it, is complete democracy.

With these thoughts believed, Nashville established the all-year school. We were not deterred by the failure of the experiment elsewhere, but firmly believed in the necessity for and the feasibility of continuous all-year training. An intensive study of failures elsewhere was made. It was seen that a summer term of shorter duration than the other terms of the year would be of use to those who failed in grade and who could, therefore, go over the regular term's work in less time than was required for the first effort, and also, to those of exceptional ability who could do much more work in a given time than was laid out in the course of study. Thus, it was realized that a summer term shorter than the regular one would be of use only to the very dull and the very bright—leaving the large majority without school opportunity for the summer, or else unwisely rushing them over work poorly done. It was also seen that an all-year school with an all-year course of study would fit only those who could or would go to school the entire year. In such arrangement there would be no choice of time for rest or work, but the student would have either to attend continuously or get out of joint with the course of study. It was further noted that to run some of the schools in a city all the year with an all-year course of study, while some other schools in the same city ran the conventional time, would result in an awkward situation for such students that move from one part of the city to another, as such pupils would not likely find classes fitted to their advancement.

We were fortunate in that our school year was nine months, with a course of study adjusted to that time. Our school year had been

for a long time divided into two terms of four and one-half months each. This condition rendered it a simple matter to arrange our all-year course of study. The nine months' course of study was divided into three parts of twelve weeks each, instead of two parts of eighteen weeks each, as formerly. There was no more, no less work in the twelve weeks than in the old course of study for the same length of time. With this subdivision, classes are started each twelve weeks. The summer term of twelve weeks has the same course of study, and the child is carried no faster, no slower than in the other regular terms of twelve weeks each. While our former year's course of study is divided into three parts, the year's time is divided into four terms of twelve weeks each, leaving four weeks for vacation. The terms are so fixed that, as anticipated, two weeks of the four come at Christmas and the other two in the summer.

We are completing our first year with the new arrangement. Last June all the schools opened for the extra term of twelve weeks. Any child desiring to attend could do a regular term's work at the regular speed. This summer term differed in no way from the three regular ones in subjects taught, or in amount of work covered. The hours of the day were changed to the daylight-saving war scheme, so that school opened and closed one hour earlier, thus getting the children home before the hottest hour of the day. It was the remark of parents, pupils and teachers that the schoolhouses, with their thick walls and high ceilings, were much more comfortable than residences.

The medical inspectors visited the schools regularly during the summer, just as in any other term. The report was that they noticed no bad effects from attending the summer term; but, on the contrary, the general health was improved by holding the children to regular habits of living.

With a compulsory attendance law, the regular winter term enrolled 20,000 pupils. The summer term's attendance, which was wholly voluntary, was 13,000, or 64 per cent. of the regular term's enrollment. The per cent. of attendance of those enrolling for the summer term was 94 per cent. The per cent. of tardiness of those attending was 22-100 of 1 per cent. during the summer term. Translating this per cent. of tardiness into per cent. of punctuality, we have 99.78 per cent. punctuality throughout the summer term.

In the employment of teachers, preference was given to regular ones, and of the 469 working in the regular term, 402, or 86 per cent., elected to teach the summer term. With 86 per cent. of the teachers working, the 64 per cent. of the pupils received more individual attention. The teachers were paid their regular monthly salaries, thus enabling them to receive twelve months' pay, and still have two weeks off twice a year. Children and teachers can elect which of the three terms they will work in school, and which of the twelve weeks' term, in addition to the four weeks' regular vacation, they will take off for pleasure, or work in other fields of activity.

Thus, with a contented set of teachers and with smaller classes, composed of only those pupils who voluntarily came with a purpose and so bent on its accomplishment that the question of discipline disappeared, it was not surprising to find the results at the end of the summer term most gratifying. Nashville still thinks regular examinations have their place, both as a method of instruction and as a guide—not infallible, to be sure—but when corrected by the teacher's estimate of work done during the term, is the best means we know for determining promotion. The examinations of the summer term were just the same as those of other terms, and grades were given as usual. The results showed 84.94 per cent. promoted at the end of the summer, or extra term, as against 79.32 per cent. promoted at the end of the winter, or regular, term.

Our regular fall term, following this first summer term, opened with a larger attendance than any term of the previous year, notwithstanding the fact that 13,000 children who had voluntarily attended the summer term were exempt under the school law from attending school for three months.

These results confirmed the belief that there was real demand for educational opportunities at all times; that better results through continuous occupation were attained in all those things regarded as of prime importance in the training of the child—regularity, punctuality, attention to duty, contentment, cheerful obedience to authority, health of body, mind, and soul; that it is possible to shorten the time of preparation for productivity, not only without hurt to the individual, but with positive advantage to him, to his country, and to the world at large; that the all-year school will contribute to the "Common Defence" against impairment of strength, and ultimately is destined to be the American System of Education. America will not soften and follow in the path of other great republics that decayed from loss of industry through love of ease. She will use her trusteeship of great wealth for the leading, enlightening, uplifting, and helping of the whole brotherhood of man throughout the world.

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Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Colored Spectacles

"WOULD you have me doubt the evidence of my senses?" asked Chi angrily, as he fixed his yellow spectacles more firmly on his nose. "I say the statue is yellow."

"Your senses evidently deceive you," said Chu, as he gave his own red spectacles a twitch, "for that statue is, without doubt, red."

"You're both crazy," said Chow, as he adjusted his blue spectacles, "for my eyesight is exceptionally good and the statue is undoubtedly blue."

At that Chi, and Chu and Chow snorted at each other and walked apart, each in a high rage at the stupidity of the other two. When Chi reached home he said to his wife: "That fellow Chu is a fool if there ever was one. He tried to convince me that the statue at the crossroads is colored red when all the time he was talking I was looking right at it and seeing it as yellow as pale gold."

"Indeed, he must have been a fool," said his wife, "for if you saw it yellow, why yellow it no doubt was."

When Chu also reached home, he said to his wife: "What obstinate people there are in this world. Today I met Chow and he insisted that the statue at the crossroads is colored blue. Tell me, good wife, how could a red statue be at the same time a blue statue?"

"It could not be both," said his wife. "He was no doubt wrong about it."

And when Chow reached his home he had no wife to talk to about the matter, so he talked to himself. "Of all intolerant people Chi and Chu are the very worst. One said the statue was yellow and the other red, when all the time it was blue." At that he laughed loudly over the stupidity of the other two.

Now it happened that there came an earthquake and the ground trembled so violently that it shook the spectacles off the noses of Chi, and Chu and Chow, and broke them into a thousand bits. With that all three rushed to the crossroads to meet all the other villagers and see what damage had been done, and behold the statue was broken also and lay in many bits upon the ground.

First Chi rubbed his eyes, then Chu rubbed his eyes, and then Chow rubbed his eyes. "Why, the statue has changed its color," said Chi. "It is now white." "So it is," said Chu. "It surely is," said Chow, and with that the three trotted off to the optician's to get their yellow and red and blue glasses fixed again.

Fighting For Justice

MARCUS stood in the middle of the market place. An old white-haired man sat on a wooden three-legged stood before him. He held an open book on one knee from which he read. Now and then he raised his eyes and spoke to the passers-by. "I see a race of dogs going before me," he cried out. "What a strange thing to say," thought Marcus. "I must question him." "Master," he said, in a gentle voice, "what is the meaning of your words, 'I see a race of dogs going before me'? Do you not know that these are men and women?" The old white-haired man lifted his eyes. "Have you ever seen dogs playing together?" "Certainly I have," answered Marcus. "What happens when you throw a bone into the midst of playing dogs?" "They battle for it," said Marcus. "Exactly!" cried the old man. "With these," he indicated the passing crowd, "the bones they battle for are bones of gold coin, of position, of high places at the table, of love, of ambition. Behold how they snarl as they haggle over the price of onions." The next day Marcus again came to the market place. The old man sat in his usual place and lifted his eyes and cried out: "I see a race of vultures flying before me." "Master," said Marcus, "what do these words mean, 'I see a race of vultures passing before me'?" "Have you ever seen vultures battling over a dead body?" asked the old man. "Certainly I have," said Marcus. "These vultures," he indicated the passing crowd, "also feast upon the dead, for let a man die among them and behold the relatives and friends fall upon each other and struggle madly for what poor possessions he may have left behind." On the third day Marcus again stood in the market place and again the old white-haired man cried out. "I see a race of vipers wriggling before me," he said. "Master," questioned Marcus, "what is the meaning of the words you utter?" "Is it not known to you, that the viper strikes in secret at the foot that passes near it?" "That is true," said Marcus. "These vipers," he indicated the crowd, "also strike in secret at the souls of those who pass them by. Go listen

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to their talk, how they revile each other, lie about each other, gloat over each other's losses, and destroy each other's reputations." "All you say is true," answered Marcus, "but there are many men who do none of these things. What say you of them?" "Ah!" cried the old man, "you speak not of men at all. Such souls reflect a gleam of God himself, and so are partakers of His glory. For, mark you well, people quarrel over the substance of their desires. If two of them desire as the greatest thing in life the same golden coin they struggle for it; if two of them desire the same position they seize other's throats; if two of them desire the same bag of onions they bid against each other for it. Bitterness and strife come always to those who set up some common worldly thing as the great object of their desire, but let two men set up, instead, a great desire for justice and beauty and peace, and behold they leave at once the world of man and take place beside the angels of God." "But would not such men fall an easy prey to the dogs and vultures and the vipers in the world about them?" "Instead," said the old man, "they would become the taskmasters of the snarling pack just as man himself becomes master of the beasts about him."

Fetters

THERE was once a blacksmith who was well respected in his neighborhood. His smithy stood under a huge chestnut tree, and resounded from early morning till late at night with the merry bell-like ringing of his hammer on his anvil. The boys and girls of the neighborhood loved to gather round the forge when the bellows were breathing great breaths into the heart of the fire, sputtering the golden sparks up through the black coal and setting a thousand golden imps to dancing behind grimy rafters and old broken wheels. At such times the blacksmith would wipe his mouth with the back of his hairy right hand and tell strange stories as he rocked slowly forward and back on the arm of the leathern bellows. On a Monday he told his eager listeners this story:—

Once a queer salesman came into the smithy. I did not see him enter, and the door was closed, for it was cold and rainy outside. I remember the wind was singing a doleful tune in the branches of the old chestnut tree. As I said, I did not see him enter, but I knew he was there, so I turned around quickly, and there he was. "Hello!" said I. "What do you want?" "I am a salesman," he said, "for an old line which men have been fond of for a thousand years. Down in Africa men make iron rings and weld them on their legs. Here in America men make gold and platinum rings and ladies snap them on their wrists. Out of this metal which I wish to sell you men and women make all kinds of fetters for themselves. Why, I just left a fellow who has loaded himself down with so many of these fetters that he can hardly walk." "That's interesting," said I. "What is this queer metal you have to sell?" "It's called the metal of Bad Habit," said he. "It is very strong and durable and fully guaranteed in every way. I have many varieties of this metal with me. Here is a piece of the kind known as Little Lies. See how green it is and how beautifully it stains the fingers of all who touch it. If you want to gain a wide reputation as a fine liar just start making bracelets of it. Wear them on your wrists and about your ankles and around your neck." "I don't care for the metal," said I, "because I have no use for a liar, so do not care to wear bracelets made of that metal." "Well," said the salesman, "here is a kind called Evil Thoughts. See how slimy and slippery it is. One would almost think it were made of little snakes. Now, bracelets and rings made of this metal will set you apart as the most disgusting of human beings. Why not try a piece?" "Excuse me," I remarked, "I have no use for people who think evil thoughts. They are a bad lot and always wind up wrong. I don't want to touch that metal. Keep it away from me." "Well, if that is the case," said the salesman, "how about this kind? It is called Petty Thieving and everyone who wants to live a life of ease is crazy about it." "I want nothing to do with it," said I. "I have no use for a thief. A person who steals is worse than a person who is a coward, and that is saying a good deal." "You are hard to please," said the salesman. "Can you suggest any variety of my metal you are interested in?" "I might consider a length of Honest Labor," said I. "Not in my line," said the salesman. "Then get out of here," I yelled. With that I began to work my bellows and the fire began to spurt up through the black coal, and the whole room took on a lurid glow. You see I didn't like that fellow at all. He had something wicked about him, and there was a smell of sulphur all through the place. At first he did not move. "There's the way out," said I, pointing to the door. "Not the door by which I shall go out," said the salesman, "I prefer to leave the way I came in." With that he jumped upon the forge and dove head first into the spurting flames. As he struck the coals he grew smaller and smaller till only the soles of his feet showed. With a twitch of my shovel I covered up his feet, and then worked the bellows harder than ever.

"That's a corking story," cried little Willie,

the fat boy. "I'll bet that fellow will stay away from here forever."

"I'm not so sure," said the smith. "He's around most every day somewhere, selling his evil metal to people who wish to manacle themselves. Come in tomorrow and I shall tell you of one of these people."

By that time the horseshoe was so hot it was spitting fire in little fountains. The smith laid it on the anvil, and the blow of his hammer drenched the children with sparks. Outside the wind scraped the branches of the chestnut tree over the old shingled roof of the smithy.

The Morning Glory Vine

I HAVE a morning glory vine growing against a gray rock wall. The leaves are little steps that go round and round and up and up until they reach the very top. The pure white blossoms are delicate bells that open with the sun's first rays and ring out a glad spirit-welcome to each new day. Of course, the little green leaves are not meant for steps for heavy human feet; and the little silver bells are not meant to be heard by even the sharpest human ears, but in the soul of each of us there is another self, a light, sprightly, dancing self who can climb the green ladder of the morning glory vine and hear its white bells ring in the dewy dawn.

Sometimes, when cares are heavy and the world is hard, and we feel bitter and tired out, we ought to free our little other self and let him romp in pleasant places. He loves green spirit-fields and sunny spirit-hills and great majestic clouds and ships far-sailing out to sea, and little mossy banks where flowers blossom and other fairies come to dance. This little other self can take us very far away from all the things that tire us out. He has magic carpets and Aladdin's lamps and bottle imps, and all sorts of magic powers.

And so, if you want to, you can climb up the stairs of my morning glory vine, and ring the white morning glory bells, and, who knows, when you are coming down you may meet me coming up.

Silent Voices

MANY people seem to think that the only kind of language there is in the world is made up of words and sentences and issues from human lips. Now, I think this is a very great mistake. I like to think that all things talk to us. The maple on the hillside speaks in a thousand golden syllables of falling leaves, the thought, "Summer is gone and winter is at hand." The tulip bulbs that I have planted in my garden for next spring's blooming say, as clearly as can be: "We shall repay your care with a hundred lovely cups of gold."

The bird of passage, that stops for a drink on the way south, says, in syllables of silver song: "I shall come back when the violets bloom again."

The tall bare oak, that shakes its mighty muscled arms in defiance of wind and weather, says: "I am the friend of man."

The sun, that floods the world with light every morning, says: "Open your eyes and see that God is good."

And so it goes, wherever we look, a million tongues speak to us, each in its own language, yet each capable of being understood if we but stop to listen.

So as we go about, through life, let us open our minds to the voices that speak to us; let us learn a lesson of humbleness from the violet; of beauty from the butterfly; of faith from the great sea; of obedience from the steadfast stars; of worship from the uplifted brows of the high hills. So shall God be always with us, speaking to us either through the soft lips of flowers or the deep voice of far-off thunder. And hearing, we shall make answer in our lives, talking to God as to a well-loved friend.

Note to Teachers

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

EDUCATION IN ACTION

California Pupils in Strike Over Chinese

Because eighteen Chinese girls attended classes at the John Swett Grammar School, Oakland, Cal., the pupils went on "strike." Several parents who withdrew their children charged that the Chinese were being educated to become missionaries in China and were not to become American citizens. At a meeting of parents, segregation of Asiatics in all city schools was demanded.

Dr. Butler Ends 25 Years at Columbia

Dr. Nicholas Murray Butler recently completed twenty-five years as head of Columbia University. He was appointed acting president October 4, 1901, for three months, until he was formally elected to succeed Seth Low. The university at that time enrolled 5,134 students. Today it has 33,750 resident and 67,162 non-resident and special students on its rolls. Dr. Butler spent his early youth in New Jersey, prepared for college at Paterson and entered Columbia in 1878. He graduated with honors in 1882, and two years later took the degree of Doctor of Philosophy there. He studied for a year in European universities, and upon his return in 1885 was made assistant professor of philosophy at Columbia. In 1890 Dr. Butler, then only twenty-eight years old, held the responsible positions of professor of philosophy and education at Columbia, president of the State Board of Education of New Jersey and president of the New York College for Teachers.

Would Curtail Fun During School Week

Trustees and teachers of the Waynesboro, Miss., high school have united seemingly to drive pleasure from the minds of their pupils for five days a week. "We believe students should be prohibited from going to any kind of entertainment or amusement from Monday morning until Friday night," the faculty declared in a circular to parents asking their approval for such a program.

New School Opens For Playground Leaders

A new type of school has opened in New York City, the National Recreation School, of the Playground and Recreation Association of America, which aims to train recreation executives. The student body is limited to fifty persons made up of men and women who are college and normal school graduates or have had training equivalent to that obtained in such institutions.

Girls Kept In, Students Strike

Efforts to revive an eighteen-year-old ruling at Hanover, Ind., College, whereby all women students must remain in their various residences after 6 o'clock each evening resulted in a walk-out by all students, both men and women. The "strikers" were led by George H. Prime, senior, who declared the strike would continue until the ruling was lifted. The protest was successful in that the faculty explained to a student committee the following day that the rule would not be put into effect. At a mass meeting a faculty representative declared that there had been a "gross misunderstanding" as to the rule. In addition to promising abrogation of the rule the faculty assured the students that no penalties would be inflicted on the strikers.

Students Digging Way For College Education

Twenty students of Lincoln Memorial University, Harrogate, Tenn., are literally "digging" for an education. They spent the summer months digging ditches to provide funds for entering the university this fall. They are all mountain lads, from Tennessee, Kentucky and Virginia, near the intersection of which states the university is located. For twenty cents an hour they worked on a new pipe line in Cumberland Gap, Tenn. One day they worked thirteen and one-half hours at a stretch, so the Gap would not be without water overnight.

Chilean Students Seek Correspondents

Business and commercial students in the Commercial Institute of Antofagasta, Chile, desire to correspond in English or Spanish with pupils pursuing similar courses in the United States, announces George D. Hopper, American consul at Antofagasta. About forty boys are enrolled in the commercial course, which includes the study of English, and they range in age from twelve to eighteen years. Their object is improvement in the use of languages, a broader acquaintance with commercial geography and cultivation of more friendly relations with commercial students in the United States. This school is a public institution, and honor graduates are sometimes sent by the Chilean government to the United States to complete their education. Communications should be addressed to Professor Regino Mesa, Prat 1028, Castilla (P. O. Box) 300, Antofagasta, Chile.

Study Economics From Actual Cases

A new plan whereby students will study economics from life rather than from textbooks will be put into operation this season at Columbia University. The course, the result of research by Professors William E. Weld, Alvin S. Tostlebe and others, will include discussion of actual cases brought in by students. Each student will be required to bring in two cases for discussion. "We do not want any credit for originating the idea," Professor Weld said. "Such a possibility has been discussed by teachers of economics before. All that should be said in our favor, if anything, is that we have shown the requisite daring to put the idea into practice."

Mountain Youths Pay for Education

Earnings of Berea (Ky.) College students have increased to sixty-seven per cent. of their total school expenses, President William J. Hutchins stated in his annual report. The great majority of the 2,700 students are provided with labor by the institution, each working a minimum of ten hours a week and being paid in labor credits, which take care of all or a part of the student's school bills. Admission to Berea is virtually limited to students from the southern mountains. Although interdenominational and without state or federal aid, Berea provides tuition free. In seven years student earnings have increased from $34,259 to $116,613 a year.

Northwestern University Annexes Skyscraper

Northwestern University has taken possession of the twenty-story Montgomery-Ward Memorial building in Chicago as part of its $15,000,000 downtown campus. Classes in medicine, dentistry, commerce and journalism were opened. President Walter Dill Scott said that more than half of Northwestern's students now are enrolled at the nine-acre downtown unit which represents half the university's investment. The rest is at Evanston where the university was founded.

New College For Long Island

Plans to build a new college on Long Island have been formulated under the leadership of George R. Hardie of the University of the State of New York; Rev. Dr. S. Parkes Cadman, State Treasurer Lewis H. Pounds and Colonel Theodore Roosevelt, and a meeting has been called to discuss the project. Invitations have been sent to one hundred citizens of Brooklyn and Long Island for a luncheon at which the possibility of such an undertaking will be discussed. According to the preliminary plan the college will be non-partisan, non-sectarian and privately endowed.

Maintain Student Health Service

In the Kansas State Agricultural College, at Manhattan, Kan., there has been established for some time a Department of Student Health. One physician gives his entire time and three others give part-time to this service. Their services are free. Four nurses are employed on full time, and the matron of the hospital also devotes all her time to the student health needs. The college hospital is ready to receive students any hour of the day or night. Free hospital service is given for three days in each case of acute sickness. After that a charge of $1 a day is made. The students of the college have the privilege of consulting any of the college physicians at any time on any question of personal hygiene.

Eliot's Bequest For Research Work

The will of Dr. Charles W. Eliot, president emeritus of Harvard, who died recently, when filed for probate disclosed that a fund of an unannounced amount has been established for use at the discretion of the president and fellows of the college for instruction and research in landscape architecture or preventive medicine. The fund, after certain specified bequests are made, is to go to the president and fellows of Harvard. Stipulation is made, however, that should any direct descendant of Dr. Eliot be in need of money to obtain a thorough education, the president and fellows shall make the necessary allowance from the fund income.

Children Trained In Nursery School

"No, we don't spank our naughty children; we punish them by isolating them temporarily from the other pupils, behind a gauze curtain," declared Mrs. Lawrence D. Smith, director and founder of the School for Tiny Tots of Des Moines, Iowa, a child psychology nursery school. Mrs. Smith's school, started last Fall, accepts children from the ages of two to four, inclusive, and is concerned chiefly with habit formation for the character building of these children. She stresses habit formation, both mental and physical; an increased vocabulary, nature study, the development of imaginative and creative faculties among the children, self-expression, suggesting to parents ways of meeting behavioristic complexes, purposeful play and a socialized adjustment to surroundings. "Classes" are two and one-half hours in length, five days a week. "No force and no conscious supervision is exercised," Mrs. Smith said, and added that the children, once they get the idea of their school, are quick to learn and easy to manage.

Offer Courses For Brides

Courses for newly married women and for girls about to be married will be initiated this fall at the College of Practical Arts and Letters of Boston University. Mrs. Elizabeth Macdonald, former editor of a woman's magazine, wife, and mother of three, will conduct the courses, which will be in the evening. Among the subjects included will be: "The Money Problem," "The Food Problem," "The Social Relations Problem," "The Clothes Problem," "Labor Saving Methods and Equipment" and "Interior Decoration."

Britain Has 30 Schools Open to Adult Workers

More than thirty summer schools conducted by the British Institute of Adult Education have been filled with adult workers, most of them also attending evening classes during the winter. University committees have arranged schools in which the subjects include economics, history, social science and literary and scientific subjects. Summer schools in England are open to both sexes. Many students attend these courses on scholarships provided for them by their trade unions. Workers attending the classes are gathered from almost all trades. Among them are shopmen, street car men, farm laborers, railroad clerks, shoe operators, miners, iron workers, electrical and motor engineers and postal workers.

Plea for More Libraries

There are 70,000,000 volumes in our public libraries, according to Carl H. Milan of Chicago, secretary of the American Libraries Association. "Even with its large contribution to American literature," said Mr. Milan, "50,000,000 persons in the United States and Canada are without local library service, or four per cent. Massachusetts and Rhode Island are the only two states completely covered. Out of 3,000 counties in the country only 300 have county libraries. The great need of the future is development of county library service, with branches in villages and deposit stations in the public schools."

Human Meaning In Mathematics

Lectures on the human significance of mathematics will be given at the evening sessions of the College of the City of New York during the fall term by William L. Schaaf, M. A., an instructor in mathematics. It is the aim of the course, Mr. Schaaf said, to point out that mathematics, the most ancient of the sciences, is flourishing today and is unsurpassed by any of the other sciences. Mr. Schaaf also plans to demonstrate that mathematics is not only intimately associated with humanity, but also is replete with spiritual values and of great human significance. The lectures will include discussions of the history of mathematics.

Pupils May Go to Jail

Pupils at the Taunton, Mass., High School may soon be going to jail to attend classes, for the city officials are considering plans to buy the old county jail in that city and convert it into a school building. Purchase of the jail has been advocated by members of the school committee as a means of relieving the congestion which has prevailed at the high school since the opening of the present term. Owing to the lack of accommodations for incoming students, it was necessary to put a two-session schedule into effect, the upper three classes attending in the morning and the freshmen in the afternoon.

Danger in Population

Herbert Hoover, in a foreword to a pamphlet being issued by Johns Hopkins University, declares that increasing population will force the United States either to advance in scientific discovery or lower its standard of living. The booklet, "A New Departure in Higher Education," describes the Johns Hopkins plan of limiting its resources and facilities to graduate research work. Mr. Hoover expresses belief the country will face these two alternatives as its population increases.

TREND OF THE TIMES

2,800 Women Lawyers Now in United States

In the legal field American women have been keeping step with their industrial, agricultural and scientific sisters. In 1880 there were only seventy-five women lawyers in the United States. This number increased to 1,010 in 1900. At present there are approximately 2,800 women lawyers throughout the country. Ohio has the honor of having a woman in the highest judicial position yet accorded one of her sex. She is Judge Florence E. Allen, of the State Supreme Court. A woman defender of women is Mabel Walker Willebrandt, assistant United States Attorney General, whose prosecutions of liquor law violations in late years have made her famous. From the ranks of its women, Illinois has chosen a circuit judge, two assistant attorneys general, an assistant United States attorney, and two assistant state's attorneys.

19,697,832 Cars Registered in U. S.

Registration of motor vehicles in the United States totaled 19,697,832 for the first six months of 1926, or 1,927,131 more than in the same period of 1925, the bureau of public roads reports. This was an increase of 10.8 per cent. over the registration during the first six months of 1925, and was also only 256,515 less than the total registrations for the whole year of 1925.

Heavy Loss in British Mines

Probably not less than $970,000,000 is the direct loss up to the present time, on output alone, in the protracted British coal tie-up, according to Sir Philip Cunliffe Lister, president of the British Board of Trade. Sir Philip in a recent speech on the coal situation also said there were additional indirect losses which no one could estimate. The strike has lasted since May 1.

Would Save Loss Of Perishable Foods

G. W. Cavanaugh, professor of agricultural chemistry at Cornell University, is endeavoring to apply to other foods and food crops the methods by which milk is reduced to a powder containing all the nutritive properties of the fluid product. "By somewhat similar methods to those used with milk," he asserted, "why would it not be possible and practicable to process fruits and grains so that the crops could be used in their entirety each year, making them available not only during the season, but at other times, and assuring the farmer of a market for all he could raise?" He believes his experiments thus far indicate that means will be found to concentrate, and thus save, many perishables in which the percentage of loss is now very high.

Sign-Posts For Airships

The Lighthouse Service at Washington has been giving attention to the utilization of existing aids to navigation for the benefit of aerial navigation. Arrangements have been made to try out experimentally a plan for painting the roofs of lighthouses with characteristic marks along certain defined airways in Chesapeake Bay and tributaries in that district. The lighthouses are to be numbered serially in addition to bearing the letters "W.N." indicating Washington-Norfolk route. Where space is available a large white arrow is painted pointing true north.

Army Studying Uses Of Women in War Time

The army is studying the possible uses for women in war time to release men from cooking, laundering and a host of clerical positions; but the navy, which mothered the idea, is barred from considering women as a factor in its war plans, except as nurses. The navy now finds itself furnishing the army with data on the value of women in war time, gathered through its own experience in the World War. At the height of the war, 11,880 women wore the navy uniform as "yeomanettes" and reserve nurses, and the marine corps had 269 "marinettes" doing clerical work.

Marriage Insurance Guarantees Dowry

Marriage insurance is the latest form of investment in the Holy Land. A "bureau for brides and grooms" has just been opened in Jerusalem, and mothers in humble circumstances need no longer fear that their daughters will be condemned to spinsterhood owing to lack of a dowry. Saving up for a dowry begins when a girl is born, or in her early childhood. When she reaches a certain age her name is entered on a "waiting list," and she is thus assured of suitors when she reaches marriageable age. The marriage bureau, which is conducted in accordance with Jewish rites, will prove to what extent romance can be placed upon a sound matrimonial basis.

Nickel Is Emblem of Rich United States

Europeans who portray Uncle Sam with a waistcoat checkered with dollar signs forget the lowly five-cent piece as a better index of our currency. The purchasing range of the five-cent coin is so wide that it touches every one in America, no class excluded. A partial check-up of articles sold in five-and-ten-cent stores for a nickel brought the list close to 800. The nickel is so deeply founded in American life that several great enterprises have been built around it and use it as the main selling unit. A "nickel in the slot" is more than a phrase. To use a public telephone the five-cent coin is necessary. For a nickel one can buy practically any small article from jewelry to kitchen utensils, from wearing apparel to perfume, from candy to books, from leather to rubber goods, from notions to toilet articles and from hardware to stationery. The five-cent piece is far more characteristic, far more essential in our every-day activity than the "almighty" dollar.

361 Cities Have Manager Plan

The council manager plan of city government is the highest and yet the simplest form of effective representative democracy yet devised, declared Harrison G. Otis, president of the International City Managers' Association and city manager of Clarksburg, W. Va., at the thirteenth annual convention of that body at Colorado Springs, Colo. "This plan offers the surest, quickest, easiest way of finding out and of carrying out what the people want," Mr. Otis said. "It is so simple that we wonder why cities did not work it out years ago." The records of the association show that there are 361 cities which are operating under or have adopted this plan of government. The grand total of the population which will be served by the city manager plan of government in these 361 cities having the system will be 6,182,826. The cities range in size from Welbourne, Fla., with 533 to Salisbury, N. C., with 13,884 population.

The BOOK TABLE

PRACTICAL SOCIAL SCIENCE. A Laboratory Textbook. By John A. Lapp, LL.D. New York: The Macmillan Company.

Dr. Lapp's skilful and reliable work in "Our America," "Learning to Earn" and other standard books on social, civic and economic affairs is the highest endorsement of this manual for the teaching of practical social science by the laboratory method for student and teacher use in the laboratory. It heroically avoids trying to foist upon the high school any theoretical sociology. There is nothing of the propaganda spirit in it. The author is not even a crusader for the promotion of some cure-all for the social ills of this age.

The primary object of Dr. Lapp is to mobilize the concrete social data of the community for analysis and determination. The most essential materials of the Census Bureau, of the various government departments, and of certain great national organizations and research bureaus have been brought together as the basis for the work of the students.

Series of problems are given following each group of data to enable the student to draw for himself the principal conclusions. One of the main exercises is the making of comparisons. The gathering of the latest data through personal investigation and from reports, the constant revision of the book to date by the student himself, and the preparation of diagrams and tables for local data are the laboratory practices designed for the regular work of the class.

The subject matter has a wide range, but it must be comprehended if one is to interpret correctly the current questions in social, economic, and civic life.

NEW FIRST SPANISH BOOK. By Lawrence A. Wilkins, director of Modern Languages in the High Schools of New York City. Cloth. Illustrated. xxiv+418+1xx pages.

NEW SECOND SPANISH BOOK. By Lawrence A. Wilkins. Cloth. Illustrated. xxi+442+cxxiii pages. New York: Henry Holt and Company.

It does not seem possible that nearly seven years have elapsed since Lawrence A. Wilkins first published his epoch-making First and Second Spanish Books. In that period Mr. Wilkins has seen his ideas gain general recognition and has himself become one of the outstanding figures nationally and internationally in the modern language field. The fruition of his efforts has come in these much fatter, much more attractive, much improved revisions of his pioneer combinations of grammar and reader in modern language teaching. Yet the books are fundamentally the same. Mr. Wilkins has simply applied the results of educational advance in the modern language field (many of which are due directly to his own efforts) and his own ripened powers to the system which he first laid down, and which has emphatically stood the test of time. In a word, the New First and Second Spanish Books are reliable old friends in a new dress of progressive lines; they illustrate the latest styles, in the development of which the author has been an innovator and a successful leader.

Some of the features of the books are as follows: (1) They combine grammar and reader, no other book being necessary—this unifies and coordinates all the pupil's work; (2) grammar is taught inductively from Spanish models; (3) exercises are abundant, varied in type, form and material, never stilted or mechanical; (4) there are frequent reviews; (5) a complete compendium of grammar appears in an appendix for reference and review purposes; and (6) there is constant use of proverbs and Spanish poems; two of the best aids to the acquisition of a feeling for the language. The crowning achievement, however, is the fact that these books are the first to employ a scientifically determined vocabulary, based upon a frequency count made under the auspices of the New York Society for the Experimental Study of Education, in the work of which Mr. Wilkins has been extremely active. Comparative frequency is indicated in the vocabularies of both books.

We have said that the books are attractive. This is true both as to typography, in which they immeasurably surpass many books of the sort, and as to illustrations, most of which are from photographs taken by the author in Spain and all of which "tie in" readily with the text.

The books complete a model two-year program for high school Spanish. Achievement tests have been prepared by the author (he is also the pioneer in prognosis and achievement tests for foreign languages) to be used in connection with the books.

Wilkins as usual is far in the lead!

PROGRESSIVE TRENDS IN RURAL EDUCATION. By A. D. Mueller, State Teachers College, Worcester, Massachusetts. Cloth. 363 pages. New York: The Century Company.

The scope and spirit of Mr. Mueller's book can well be summarized in some recent words of Dr. Burnham: "Public inertia is the chief obstacle in rural education. Social control is slowly but surely changing this characteristic from rest or slow advance into accelerating progress. Eight million country children, from their location of national educational advantages, escaping that inertia which has caught and held back many, hail with delight a new day. In this new day more money, better organization, truer technique, a worthier personnel, and the invincible force of social control which unites all these resources for maximum service is saving for them their richest American birthright, the wealth of a free and an adequate education."

Mr. Mueller presents some of the most outstanding advances that have been made in rural education in recent years, together with an interpretive discussion of the facts and principles that must determine progress in this field of education. While considerable emphasis is laid upon the reorganization of the rural school system, particularly along the lines of consolidation, yet the practical rural situation as it actually exists in the majority of states today is constantly borne in mind. There are in the United States approximately 168,000 one-room rural schools. The ultimate aim is to reduce this number to the lowest practical minimum, but our immediate aim, until this can be done, must be to better the present situation in these schools.

CONTES DU "PETIT PARISIEN." Selected and edited by J. W. Kuhne, professor of Romance Languages, Miami University, and Malcolm K. Hooke, associate professor of Romance Languages, North Carolina College for Women. Cloth. Illustrated. viii+168 pages. Price, 92 cents. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

The most striking thing about this new French reading text for second-year classes is its remarkably fine typography. Never have we seen a more attractive example of the printer's art in a book of this sort. The other mechanical features are in harmony with the printing—make-up of the page, illustrations, paper. All

this is said without prejudice to the intrinsic content of the book; it is simply an involuntary tribute to a volume that sounds a new note in textbook publishing in the foreign language field, on the mechanical side, at least. Our congratulations to the publishers.

As to the contents: Messrs. Kuhne and Hooke have made a selection of fifteen short stories or "contes" from the famous Paris publication, "Le Petit Parisien," representing many different aspects of French life in city and country. All have literary merit as well as popular interest. Among the authors are Henri de Régnier, Paul Ginisty, Daniel Riche, Paul Gaulot, Louis Pergaud, and Lucie Delarue-Mardrus. The editors have provided a note on each author, explanatory notes on the text, questionnaires on each story, and an adequate vocabulary. From every point of view the volume is one to be put into the hands of the student of French with confidence that it will not only instruct, but stimulate and delight him.

ILLUSTRATIONS OF EARLY FRENCH LITERATURE (1100-1600). Selected and edited by Frederick Anderson, Ph.D., assistant Professor of French, Stanford University. Cloth. xiii+129 pages. Price, $1.12. Boston: Ginn and Company.

The literature of Old and Middle French is of too great interest and importance to be overlooked even by the secondary-school student of French, but unfortunately it is not possible for such pupils to read works of these periods, or even extracts of them, because of the difficulty of Old French and the ridiculous orthographical affectations of the sixteenth century French (perpetuated in such modern English absurdities of spelling as "doubt" and "comptroller"). Dr. Anderson has had the happy idea of presenting a series of extracts from French literature of these periods in a modernized spelling, retaining the syntax and rhythm of the original. He has made his selections with care. The extracts are of intrinsic worth and in addition serve as examples of such epic forms as the "Song of Roland," such chivalrous romances as the "Yvain" of Chrétien de Troyes, allegories (illustrated by an extract from the "Romance of the Rose"), the immortal "chantefable" of "Aucassin and Nicolette," etc. Under lyric poetry we find extracts from Eustache Deschamps, Christine de Pisan, Charles d'Orléans, and that romantic idol, François Villon. History is represented by Villehardouin, Joinville, and Commines—who form with Froissart the "Big Four" of early French historians; the drama is represented by the twelfth century "Jeu d'Adam," Gréban's "Mystery of the Passion" and the remarkable farce of "Pierre Pathelin," which is just as laughter provoking as though it had been written yesterday. Among sixteenth century prose-writers we find Rabelais, Calvin, Montaigne, and St. Francis de Sales; among the poets of the same century, Marot, Ronsard, du Bellay. Professor Anderson has prefixed a brief notice to each selection and has provided an introduction on the language of the selections as well as footnotes which explain the few remaining linguistic difficulties.

The volume makes an ideal beginning text for the outline or "survey" course in French literature. It can be read without difficulty by students who have had the equivalent of two years of college French. It should have a steady and continued appeal to American teachers of French.

SOCIAL ARITHMETIC. Book One. By Frank M. McMurry, Ph. D., and C. Beverley Benson, Purdue University. Cloth. 345 pages (6 by 9 inches). New York: The Macmillan Company.

There is no more expert textbook maker than Dr. Frank M. McMurry, and he has rarely demonstrated as expert skill as in "Social Arithmetic," which affords rare opportunity to utilize his vast experience in adjusting school life to out-of-school life.

This book is a treasure house of highly important information about life in the home and community, and it is this marvelous array of vital information that is so used as to impress its value that appeals to us.

ATHLETIC DANCES AND SIMPLE CLOGS. By Marjorie Hillas and Marian Knighton, both of Columbia University. With Introduction by Jesse Feiring Williams, M. D. New York: A. S. Barnes and Company.

This exceptionally attractive and professionally valuable book shows the possibilities and value of the use of simple athletic dances as well as of simple clog dances. One of the main objectives is the arrangement of dances vigorous enough to satisfy the needs of a boy during the period when folk and other types of dancing have no appeal. It has the type of movement in which a boy finds joy in dancing. The modern boy or girl is capable of a vigorous type of dancing. These dances embody large free bodily movements. They include something of the stunt quality (not purely gymnastic steps) with sufficient character so that the dancer not only learns accuracy in movement, poise, control and relaxation, but has an opportunity for rhythmic and dramatic expression. The character and form of the various dances harmonize with the type of music used. The dramatic quality of the dance and the mood of the music are correlative. The authors appreciate that the character-quality of the dance is as essential educationally as practice in rhythmic accuracy.

The dances, arranged in order of difficulty, are: The Trio (Athletic), Newsboy (Clog), Topsy (Athletic), Billy Magee (Clog), The Arkansas Travelers, (Athletic), Skidmore Medley (Athletic), Duo Dance (Athletic), Dancing Clowns (Athletic), Boxing Clog, Sambo (Clog), Jack and Jill (Clog), Saneo Medley (Clog), Irish Reel, Clementine (Tap Dance).

Books Received

"Junior High School English." Books One and Two. By Thomas H. Briggs, Isabel McKinney and Florence Skeffington. —"New Second Course in Algebra." By Herbert E. Hawkes, William A. Luby, and Frank C. Touton.—"Learning How to Study and Work Effectively." By William F. Book.—"Psychology for Teachers." By Charles E. Benson, James E. Lough, Charles E. Skinner and Paul V. West.—"Junior High School Mathematics." By George Wentworth, David Eugene Smith, and Josepa Clifton Brown.—"New Complete School Algebra." By Herbert E. Hawkes, William A. Luby, and Frank C. Touton. Boston: Ginn and Company, Publishers.

"New Physical Geography." By Ralph S. Tarr and O. D. Von Engeln. —"Social Arithmetic." Book Three. By Frank M. McMurry and C. Beverley Benson.—"Practical Psychology." By Edward Stevens Robinson.—"Elementary Principles of Economics." By Richard T. Ely and George R. Wicker. Revised by Samuel S. Brandenburg. New York: The Macmillan Compay.

"Rural School Administration and Supervision." By Julius Boraas and George A. Selke.—"Pupil Adjustment in Junior and Senior High Schools." By William Cloud Reavis.—"Introduction to Sociology." By Thomas Ross Williamson. New York: D. C. Heath and Company.

"An Explanatory Course in General Language." Developed by L. M. Bugbee, E. M. Clark, P. S. Parsons, R. S. Green, D. B. Swett and C. E. Williams.—"Speaking and Writing English." By Bernard M. Sheridan, Clare Kleiser, and Anna I. Mathews. Chicago: Benjamin H. Sanborn and Company.

"M. Tulli Ciceronis in M. Antonium Orationes Philippicae Prima et Secunda." Edited by J. D. Denniston. —"An Introduction to Experimental Embryology." By G. R. de Beer. New York: Oxford University Press, American Branch.

"Jimmie and the Junior Safety Council." By Stella Boothe.—"Readings in Civic Sociology." By Edward A. Ross and Mary E. McCaull. Yonkers-on-Hudson, New York: World Book Company.

"Play Activities for Elementary Schools." By Dorothy LaSalle.—"Physical Education for Primary Schools." By W. A. Ocker. New York: A. S. Barnes and Company.

"History of Manual and Industrial Education up to 1870." By Charles Alpheus Bennett. Peoria: The Manual Arts Press.

"Social Theories of the Middle Ages." By Bede Jarrett. Boston: Little, Brown and Company.

"New Second Spanish Book." By Lawrence A. Wilkins. New York: Henry Holt and Company.

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"Why, my dear, don't you know that the Old Testament is away out of date?" replied her friend. "They have a New Testament now."—Boston Transcript.

Unmannerly

Small Susan was visiting on her grandfather's farm. With an apple in her hand, from which she bit generous pieces, she went about with her grandfather admiring all the live stock. Finally, they approached the old turkey gobbler, who ruffled his feathers and went strutting away, proclaiming to the world at large: "Gobble! Gobble! Gobble!"

Dorothy listened indignantly for a moment and then shouted after him: "*Your* manners are nothing to brag about either!"—Los Angeles Times.

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Mother—"I fell into the sea and he dived in and brought me out."

Willie—"Huh! so that's why he doesn't want me to learn to swim."—Boston Transcript.

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An Italian, having applied for American citizenship, was being examined in the naturalization court.

"Who is President of the United States?"

"Mr. Coolidge."

"Who is Vice-President?"

"Mr. Daw."

"Could you be President?"

"No."

"Why?"

"Mister, you 'scuse me, please; I vera busy worka da mine."

Manslaughter of English

A circular sent out from a poultry market at Yonkers, New York, reads as follows:—

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Meetings To Be Held

OCTOBER.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-22-23: Vermont State Teachers Association Meeting, at Montpelier.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

22-23: New Hampshire State Association Meeting, at Manchester.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

22: Middlesex County (Mass.), Boston.

22: Hampshire County (Mass.), Northampton.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: Maine State Teachers Association Meeting at Bangor.

28-29-30: Rhode Island State Teachers Association Meeting, at Providence.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

29: Plymouth County (Mass.)

29: Norfolk County (Mass.), Boston.

29: Barnstable County (Mass.), Teachers Association, Hyannis.

29: Bristol County (Mass.), Teachers Association, Fall River.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary, State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5: Worcester County (Mass.), Worcester.

5: Essex County (Mass.), Tremont Temple, Boston.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

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